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ABSTRACT

This report of a symposium, convened to study the prevention of alcohol and other drug problems (AOD) in higher education, offers examples of faculty involvement and explores creative and innovative methods of engaging faculty members in campus-based AOD prevention efforts. Sections of the report examine the role of faculty as leaders in campus-based prevention initiatives, suggesting, for example, that prevention work be used as a vehicle to promote class discussions on a variety of subjects; list a variety of ways faculty can assume a role in prevention; examine how faculty can become involved in public discussions of the problem; suggest ways to increase faculty-student interaction; list some of the benefits of campus-based research by faculty; consider the benefits of restructuring academic requirements; offer examples of how to create bridges between academic affairs and student affairs; examine the use of technology for teaching prevention; and suggest linking university and community resources. The report concludes that changing the AOD culture will require a comprehensive, broad-based effort and that faculty can play an important leadership role by reframing faculty's role on campus, its profession, and its work with students. Appended is a list of symposium attendees, and a list of suggested AOD prevention activities for faculty. (JM)

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Faculty Leadership In Preventing Alcohol and Other Drug Problems in Higher Education

University of Massachusetts—Boston

July 17–19, 1997

Proceedings Report
Prepared by Judith Robinson, Ph.D.

Funded by the U.S. Department of Education

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Introduction and Background

In July 1997 the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Prevention, with support from the Robert Wood Johnson Foundation, convened an invitational faculty leadership symposium on preventing alcohol and other drug (AOD) problems in higher education. The symposium brought together 40 participants, including faculty, student leaders, administrators, and Center staff at the University of Massachusetts—Boston to illuminate good examples of faculty involvement and explore creative and innovative methods of engaging faculty members in campus-based AOD prevention efforts (see appendix A for participant roster). The symposium was moderated by Lewis Eigen of Social & Health Services, Ltd., who also serves as a senior advisor to the Center.

This report highlights the variety of thoughts and contributions offered at the symposium. Ideas emphasized faculty roles within existing structures, for-credit course work addressing prevention, and extracurricular service learning opportunities. As is the case for AOD prevention work in general at institutions of higher education (IHEs), we must recognize that many of these ideas have not been supported with evaluation results.

Faculty as Leaders in Campus-Based Prevention Initiatives

In the words of Dean Batt of the University of Vermont, the university is an "educationally purposeful community." Colleges and universities across the country must be genuine, student-centered, learning communities committed to excellence in teaching and to meeting the legitimate needs of learners. IHEs must also emphasize the importance of a healthy learning environment for students, faculty, and staff with the facilities, support, and resources needed to make this vision reality (*Returning to Our Roots, the Student Experience: A Report from the Vermont Commission on the Future State of Universities).*

Student substance abuse is a collective problem that affects the quality of the academic and social climate of the campus. It needs to be addressed collaboratively and, as evidenced by a coalition at the University of Vermont (described later), requires a partnership of on- and off-campus constituencies who can play a role in enhancing the community learning environment. According to Batt, "For the coalition's efforts to be successful, we recognize that there must be significant 'buy in' from students, faculty, staff, and members of the greater community. True change in campus culture will not occur without the involvement of each of these groups."

Involvement of faculty is an essential element in all AOD prevention efforts. Faculty, particularly tenured faculty, are the most consistent presence on campus. Presidents, administrators, and students come and go, moving along in their careers, yet faculty often remain at one institution for a significant portion of their professional lives. On most campuses, faculty have a powerful voice in directing the goals, mission, and work of the college or university. Faculty are often successful in bringing positive attention to the college or university through their research and community work.

For all of these reasons, faculty are positioned to play a variety of leadership roles in AOD prevention efforts on campus. Full teaching schedules and research demands, however, often lead to the perception that these responsibilities prohibit faculty involvement. So, what's in it for them? Involvement in

prevention efforts on campus actually enriches the work of the faculty and makes their interactions with students more balanced. The key is to be creative and find innovative ways of integrating prevention work into existing faculty roles. Faculty perceive their roles on campus differently; some regard themselves as scholars, some as researchers, some as teachers. Whatever the perceived role, the key to engaging faculty in prevention efforts is to encourage their participation within existing structures in higher education.

Jacob Gordon of the University of Kansas believes that helping faculty realize that they have power to essentially contribute in a meaningful way to society by virtue of doing what they do and relating it to major problems is "a better use of our focus and efforts than trying to change the structure that exists in higher education."

For Craig Hofford of the University of Oklahoma, supporting faculty in their traditional roles as researchers, as teachers, as administrators, in whatever they may be, "will make a much more important and valuable contribution to prevention than if they just serve on a lot of committees or do a lot of what we generally think of as public service."

Prevention work can become part of course work, be used as a vehicle to promote class discussions in a variety of subjects, be a source for countless research projects, and provide an opportunity for faculty to fulfill their service commitments. Symposium participants highlighted a number of specific opportunities and roles for faculty members to become involved in prevention efforts on their campus.

Faculty Roles in Prevention: Count the Ways

Teaching, conducting research, shared governance, and involvement in campus and community service are the common expectations of faculty at colleges and universities around the country. These expectations are not mutually exclusive; however, the perception is that all of these roles cannot be fulfilled with equal levels of commitment. Faculty are pressured to invest significant amounts of time in teaching, meet publication demands, provide high-quality service, and share with students state-of-the art knowledge for their respective disciplines. These pressures leave less time for out-of-class involvement in student life. One result is that faculty believe that alcohol and other drug prevention is not their responsibility. They may be interested in the issue, but the assumption is that student affairs staff will handle campus concerns related to substance abuse.

An additional factor that affects faculty involvement is the competition for resources on many campuses among the varied disciplines and academic departments. Colleges and universities are made up of faculties of special interests, beyond the concerns of the IHE's operating budgets. Many faculty feel closer affiliation to academic disciplines and professional associations than to their respective campuses. The cost is a lost sense of community, historically the cornerstone of academic and campus life, said Ian Newman of the University of Nebraska at Lincoln.

Rebuilding a sense of campus affiliation and community, however, can be achieved, in part, by engaging all constituencies in an environmentally based prevention initiative. There are a number of ways in which faculty can play a role in prevention, most of which can be accomplished without adding to existing responsibilities. These strategies include

- raising public discussions about alcohol and other drug issues on campus
- fostering greater faculty and student interaction
- using the campus as a site for the development of research topics
- restructuring academic goals
- encouraging faculty and student affairs to collaborate on campus initiatives
- using technology to teach prevention
- linking university resources with the community

(See appendix B for a list of suggested AOD prevention activities for faculty.)

Raising Public Discussions

Addressing student substance abuse requires a comprehensive, campuswide approach that also engages members of the local community. Establishing a campus coalition is a significant first step in this process. A coalition involves all relevant campus and community constituencies, raises its members' level of awareness about the impact of substance abuse on campus, and raises public discussions about substance abuse. As Dean Batt of the University of Vermont stated, for a coalition's efforts to be successful, there must be significant "buy in" from students, faculty, staff, and members of the greater community.

In order to reduce its high levels of "binge drinking," in 1996 the University of Vermont established a campus and community coalition. One of its biggest challenges was to be inclusive when framing the major issues so as to acknowledge and address the concerns of the various community members. The first step in this process was to raise public discussions about "binge drinking" and its effects on campus and in the community.

The University of Vermont is striving for consistency in addressing substance abuse concerns—consistent messages and consistent voices. Faculty clearly have a role to play in this task. They are poised to raise public discussions in many settings. Faculty meetings, the classroom, individual meetings with students, and community work are just some of the opportunities faculty have in which to raise the issue of substance abuse. Because faculty have daily contact with students, they have the opportunity to hear student voices reflect attitudes and thoughts related to substance abuse. Faculty can raise the issue as part of a classroom discussion and can challenge students when they hear jokes about substance abuse or weekend "war stories," said Batt.

This type of faculty involvement is evident at the University of Oklahoma, where members of the faculty are actively involved in a University [AOD] Prevention Council chaired by the vice president for student affairs. One result of their involvement is greater concern about ways to create a healthier community. Public discussions have inspired faculty to conduct research to determine what types of prevention programs work to create healthier communities. Several $5,000 grants, earmarked by the president of the university for this prevention research, have also spurred these efforts, said Craig Hofford.

The challenge is for faculty to speak up and speak out, to be informed, and to use that information to raise the issue of alcohol and other drug use with colleagues, students, and friends. Faculty members can be creative in how they raise the issue—it doesn't always require "having the floor," but could be accomplished through e-mail messages of news clippings, conversations with students, conversations in the faculty dining room, or editorials in the campus and community newspapers. The more dialogue on campus about alcohol and other drugs, the more likely a college or university will be to address the issue head on, leading to an acknowledgment that prevention is a community concern. Such an acknowledgment paves the way for an informed, environmentally based strategic plan to address student alcohol and other drug use.

Increasing Faculty-Student Interaction

A significant benefit to faculty for involvement in prevention efforts is greater interaction with students. The obvious vehicle for faculty-student interaction is the classroom, where informed faculty can seize opportunities to discuss student AOD use relative to the topic at hand. The opportunities are numerous.

Integrating AOD topics into class discussions can give faculty a clear understanding of student attitudes and behaviors. These discussions also give students the opportunity to voice their opinions and feel part of the campus discussions about the impact of AOD use. However, depending on class time and size, it

can be difficult for faculty to really get to know students.

Faculty research projects provide a great opportunity for student interaction. As part of a course of study, students can be assigned appropriate tasks that contribute to faculty research. Students can be involved in conducting literature searches, designing research methodology, collecting data, and contributing to faculty publications. Learning may take place on many levels. Students learn about faculty research interests, how to conduct research, and how to carry out in-depth inquiry into a particular topic. Faculty members benefit from assistance with research, engaging students in their work, and, perhaps most important, developing significant relationships and serving as mentors to their students.

Increased and enhanced faculty-student interaction gives both parties the opportunity to learn about each other's attitudes, values, and opinions. It is reinforcing to both faculty and students to discover that they, in many cases, share the same campus experiences.

Conducting Campus-Based Research

Faculty research takes place for a number of reasons. At research institutions, it is clearly what is valued and is the major source of faculty reward and recognition. Faculty also conduct research for the sake of inquiry and to contribute to their field. Theory guides research questions and vice versa. Theory and research, however, have not traditionally been applied to higher education AOD prevention efforts, as noted by Gerardo Gonzalez of the University of Florida: "For the past 25 years, higher education prevention has used the "trial and error" method. Practice has not been guided by theory."

Prevention specialists need to tap the interests and expertise of faculty on their campuses. Prevention programs provide an opportunity for faculty to further their research. Sound research studies require much time, energy, and money. The college and university setting provides a vast array of subpopulations and resources to conduct research related to alcohol and other drug issues. Faculty can also conduct research that involves aspects of the surrounding community. As mentioned previously, students can assist in data collection and designing studies.

Campus-based research also gives campus leaders data about their campuses and communities from which they can clearly define the problem and begin to acknowledge and address it. Faculty research can also inform campus policy development. Ian Newman told of campus life improvement efforts abetted at the University of Nebraska at Lincoln when faculty, as internal consultants, were able to provide " . . . pertinent qualitative and quantitative data (about alcohol problems) at short notice and in understandable form" to the chancellor's Task Force on Conduct Standards and Behavioral Expectations.

Tenured faculty, in particular, can direct how their findings are applied to prevention efforts. Faculty research can inform policymakers and guide and shape prevention efforts; tenured faculty have the status on campus to make AOD prevention a priority issue.

No matter how it occurs, prevention research creates a "win-win" relationship for all involved. Faculty are able to conduct research and publish their findings. Prevention practitioners can use research findings to inform their programs. Ultimately, prevention research provides the opportunity for faculty and administrators to raise public discussions about the impact of AOD use on campus and in the community.

Restructuring Academic Requirements

The practice of raising issues related to alcohol and other drug use in class discussions with students has been previously noted. In addition to curriculum infusion strategies, however, there are a number of steps that faculty members can take to restructure academic requirements. Restructuring academics affects the number of opportunities students have to use alcohol and other drugs, sends clear messages to

students about institutional values, and lets students know that academic standards are high, according to Dean Batt.

One fairly simple strategy is the practice of scheduling classes and holding exams on Fridays. Without Friday classes, students often begin their weekend on Thursday nights—the unofficial start to the weekend on many campuses.

There is a need to "re-center education" on student learning. In other words, engage students in their class work five days a week to ensure that students understand that being a student is a full-time job. Emphasize that learning does not stop when students walk out of the classroom. Through study groups, office visits with faculty, and homework, students need to be fully engaged in their academics. "The more student success in the classroom, the more healthy, intellectual, engaging, [and] responsible behavior outside of the classroom," said Batt.

Many campuses claim that faculty need a day off for research and consulting and so the curriculum is tailored to a four-day class week. A five-day week should be the expectation; however, if a research day is needed, it should be a day other than Friday.

Academic restructuring has taken place at Hobart and William Smith Colleges (HWS). At HWS there is a strong emphasis on interdisciplinary education, which allows faculty to think creatively about ways to bring AOD information into course work, beyond curriculum infusion. Wesley Perkins, a faculty member in the sociology department, and David Craig, in the chemistry department, jointly developed a model course on AOD issues that supports the goal of interdisciplinary education at HWS. Through their work, they provided colleagues with a framework for comprehensive prevention that connects the classroom to the life of their students. Other faculty have followed suit. As David Craig noted, faculty do not go off and do something other than what they already do, but reframe the work in which they are currently engaged.

One of the most significant outcomes of their efforts at HWS is the establishment of a new graduation requirement. Every student is required to have a major and a minor or a double major. At least one of these must be interdisciplinary. Because this requirement applies to all students, all academic departments are involved in the process of creating new interdisciplinary programs. In the context of this work, faculty strive to find ways to help their disciplinary majors understand the connections between their own disciplines and a broader world view.

Another result of these steps is greater interaction among faculty across disciplines. A coalition of about 12 faculty worked to assemble programs made up of courses that already existed on the HWS campus, taught by faculty from different disciplines. These pairings enable students to learn about, for instance, health care issues from both a scientific and a public health perspective.

So how does an interdisciplinary approach affect alcohol and other drug use? For one thing, it provides the opportunity for students to learn about AOD issues, particularly in Perkins' and Craig's class, from different perspectives. More important, it has reinforced a sense of collegiality and community among the faculty, important in the quality of the academic experience of students.

Creating a Bridge: Academic Affairs and Student Affairs

Alcohol and other drug prevention efforts need to be tied to theory and informed by evaluative measures and sound practice. As stated previously, good practice calls for comprehensive, campuswide initiatives that involve all constituencies of the college or university and its surrounding community. A critical element is the link between student affairs and academic affairs.

Historically, higher education prevention efforts have been the purview of student affairs professionals. With the exception of public safety, student affairs staff are the most likely to respond to alcohol and other drug-related issues on campus. A missing element has been connecting student life and health

services programs to classroom instruction, faculty research, and program evaluation. Participants noted that for many years, student affairs professionals have felt isolated in responding to alcohol and other drug problems, often expressing the feeling that no one else is concerned. The issue, however, is not that simple.

Higher education professionals dealing day in and day out with campus AOD issues need to take the initiative to inform those whom they want involved in the effort, including faculty. Faculty also need to be motivated and inspired to join forces to contribute to the effectiveness of prevention efforts. According to Chuck Cychosz of the University of Iowa,"[student affairs professionals] need to think of providing ideas or helping faculty or faculty groups to recognize they have roles to play. They have vital options—things that they can do without expecting them to step aside from the faculty role. There are lots of opportunities out there. . . . We need to think of a structure that we can access to keep this in front of faculty . . . . My recommendation would be to think seriously about developing a coalition with student affairs and [faculty] colleagues on college campuses."

Students affairs professionals need faculty to address AOD issues in the curriculum, conduct related research, and challenge students academically. Faculty need student affairs staff to keep them informed of the campus culture and practices and provide access to students and programs for research and evaluation purposes.

An example of this type of collaboration is taking place at the University of Oklahoma. Through a "Faculty Adoption" program, faculty have been recruited to live in the residence halls. During the 1996–1997 academic year more than 70 faculty members were involved. The program goal is to complement the academic experience of students. A benefit is that faculty fully involve themselves in residential life and the student culture. The program provides faculty with the opportunity to become mentors for students. The students also learn about the faculty members' lives, families, and interests. Essentially, the program has increases faculty visibility in day-to-day student life and integrates academics with residential life.

A key to the success of this program is that it is not a student affairs program imposed on the faculty. Faculty have been involved in the planning and implementation of the program from the start. Faculty members were personally invited to be part of the adoption program and, when given the opportunity to become part of the student life experience, they chose to join in.

Judy Hearsum and Kathy Kellerman of the University of California at Santa Barbara describe a collaborative effort between student affairs and academic affairs. Hearsum, a health educator, approached the communications department to seek out faculty assistance with a media campaign project being coordinated by a group of student peer health educators.

Kellerman said that initially she was hesitant to get involved. She assumed this project meant extra work and an extra time commitment. Fortunately for both, Hearsum conveyed a different message. Kellerman was already teaching a class on persuasion techniques in the communications department and needed a meaningful topic and assignment for her students. Hearsum has provided this opportunity. Together, they work with students in the class to develop theory-based media campaigns addressing AOD-related issues. Students are required to select and research a theory of persuasion. They then identify target audiences, collect relevant data, and develop a media campaign.

The collaboration between academic affairs and student affairs has benefited all involved. Kellerman benefits because she has a good topic and assignment to offer her students. She also has the opportunity to work closely with students on a topic that is related to their lives outside of the classroom. Hearsum benefits from having student-generated media messages as part of her health education program. She also has the opportunity to get involved in classroom teaching and has gained several new peer educators in the process. Students, however, seem to benefit the most. They have the opportunity to work on a class assignment that has meaning in their lives.

"It's working because students do what they want, and I do what I want, which is helping my teaching," said Kellerman. "I'm getting research now related to all of the survey questionnaires going on.

Everything's happening in the right order. Moreover, I'm getting recognition . . . so it's working for me and I hope it's working for Judy. Anyway, it's working for the students because they see the application."

One final example of the link between student affairs and faculty is the work being done at the University of Massachusetts—Boston. The Alcohol and Substance Abuse Studies program, chaired by Gerald Garrett, combined forces with Linda Jorgenson of the Health Service Center. In 1995 Jorgenson had begun a marketing campaign to induce faculty members to allow peer health educators into their classrooms to conduct AOD-related workshops. This work helped establish a relationship with the department of sociology that led to a survey that would inform people about the nature of drinking and other drug use on campus. Applied sociology graduate students in a graduate methodology course took on the tasks of designing a data-gathering instrument and collecting and analyzing data. Ultimately the project evolved into a team of faculty and students that produced a report to inform the Health Service Center, campus administrators, faculty, and students about AOD-related issues.

There are many other ways to link faculty and student affairs. Examples include sharing information about prevention efforts at new faculty orientation, tapping faculty to serve as advisors to health services, inviting AOD coordinators to guest lecture or substitute for the instructor in appropriate classes, and inviting faculty to serve on AOD task forces. However the involvement happens, it is clear that the link between student affairs and academic affairs is an essential aspect of any prevention effort.

Using Technology to Teach Prevention

As we approach the end of the 1990s, most campuses have the ability to use technology as a prevention tool. Students entering college today are experienced users of the Internet and many campuses are using this expertise to their advantage.

At Hobart and William Smith Colleges, student video and multimedia productions are incorporated into the course taught by Perkins and Craig (described earlier). They have also designed an extensive Website for their course, where students can access the syllabus and course assignments. More important, the Website provides students with the opportunity to share information about the various class projects and research they are doing. Their work is also shared through radio spots on campus and letters to the editor in campus newspapers.

Using technology to enhance prevention efforts provides another opportunity to link various groups on campus and in the community. The work being done at HWS is but one example of the future direction of higher education prevention.

Linking University Resources with the Community

Town/gown relations have traditionally represented a major balancing act for college and university leaders around the country. Local bars and alcohol outlets do not make the work of campus prevention teams any easier. At the same time, it is not unusual to hear community leaders concerned about alcohol and other drug use express the sentiment that a college or university is not listening to their concerns. It is also not unusual to hear neighboring communities complain that an institution is not doing anything to address problems related to AOD use.

Faculty typically live in neighborhoods surrounding the college or university. As neighbors, they may be offended by aspects of student behavior, such as littering and excessive noise. Their understanding of AOD issues from the perspective of both the campus and the community may encourage faculty to see they have a role to play in dealing with AOD concerns on campus.

It is clear that boundaries around a college or university campus are artificial at best. IHEs need to work

to establish and maintain positive relations with their surrounding communities. Faculty can be an invaluable tool in this process. Different strategies to involve faculty in the community include encouraging them to

- serve on local committees or task forces
- share their expertise with parents, teachers, and community leaders
- conduct research that brings resources to the community
- meet with high school students to motivate them to succeed in college

This last notion of connecting with high school students contributes to prevention efforts on a variety of levels. Faculty involvement with the community at the University of Vermont has resulted in important community connections.

"Substance abuse among young people extends far beyond the colleges and universities," said Dean Batt. "The behavioral patterns that concern us in our own students have often been established long before they come to our universities. . . . My idea of an educationally purposeful community embraces not just colleges and universities, and not just partnerships between universities and concerned councilmen, but everyone involved in creating an educated citizenry."

Conclusion

To create change in the culture of alcohol and other drug use on our nation's campuses will take a comprehensive, broad-based effort. In addition to involving students, it needs to involve the leadership on campus from both the administration and faculty. Faculty have an especially important leadership role to play. It will take willingness, interest, energy, and commitment on the part of faculty to reframe their role on campus, their profession, and their work with students.

Among the types of proactive prevention opportunities faculty might watch for, as suggested by Ian Newman of the University of Nebraska at Lincoln, are using the logic of reality in sharing information; creating a network of contacts across the state who recognize alcohol's impact on education; expanding the concepts (for example, emphasizing the alcohol-related reasons that students drop out to ensure that prevention is part of retention discussions); and engaging the support of the community. It is evident that these opportunities exist in the current structures of the university. It is important, though, that the involvement in prevention activities on the part of faculty is meaningful and relevant to their professional (and perhaps personal) lives.

"What the ultimate goal should be is a coalition of faculty, students, administrators, and staff working together to create a proactive strategy drug program on campus and in the surrounding community," said Chuck Cychosz of the University of Iowa.

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Appendix B

Suggested AOD Prevention Activities for Faculty

- Teach about alcohol and other drug issues.
- Model responsible, healthy behaviors in all domains.
- Take an integrated approach to approach alcohol and other drug issues openly.
- Learn about campus alcohol and other drug use and the varied faculty roles in prevention (e.g. through faculty orientation programs).
- Challenge barriers and inertia that impede the academic mission.
- Incorporate alcohol- and other drug-related issues, when appropriate, in course work.
- Plan community events and bring classes to them.
- Model positive well-being and speak assertively about the value of healthy behaviors.
- Serve on leadership groups addressing alcohol and other drug issues (e.g., Advisory to FIPSE).

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Death Leads To 2 Frats' Suspension
Keg Parties Violated Rules, U. Says
By Eric L. Wee
Radford University has suspended two fraternities for violating campus drinking policies after a student from Manassas was found dead in
Cole's death Saturday morning won't
Tail Gators.
25¢ Draws
$1.50 ALL PITCHERS & DRINKS
8-12 Tonight $2 Cover
Alcohol Again a Factor as Stude
Sports Illustrated
$2.50 Double
$1.00 Calls
Shots
Jellos
18 & up are welcome!
a. Student Dies in Fire After Prank
STUDENT, From D1
flames were coming out of the apartment's front door and living room bay window downstairs. McGowan was found unconscious on the floor in a rear bedroom, said Battalion Chief
Powell.
Firefighters administered
the front yard before
medical technicians
McGowan to the
There was no soot
der McGowan's body,
gesting that she may
rather before or
Powell said.
Test Tube Shot
The New SHOOTER BA
Student
Awry at
FORGET TANKED AT TAB'Z!
DOORS OPEN AT 7:00
Tues. & Thurs. 8 pm - Close
LADIES NIGHT
$1 WELL DRINKS
PINTS
BEER'S
PROMOTIONS
LADIES NIGHT
SPECIAL EVENT
COLLEGE STUDENTS
Friday
Bladder Bust
Saturday LIVE!
Fourth Estate
Part Fellows and Friends
Happy Hour Domestic Beers Half
Must be 21
1220 W. Elizabeth - Fort Colleens • 493-7
Saturday
Drain Night
he Jungle closes for two m
a bar penalized for
owing rumors in
ublishment, role in
cident
75¢
SHAE
COYO
DANCIN
DOLLA
EVERY FRI
Debra F. Freudberg and George A.
BAR
50¢